

Grade 4 Integrated Language Arts Unit	
Lesson 3: Faces of Homelessness	
<p>Connections to Financial Literacy</p> <p>“All students should be encouraged to become responsible, engaged, and compassionate citizens... Financial literacy education can help students develop into skilled, knowledgeable, caring citizens who can contribute to a strong economy and a cohesive society.” (<i>A Sound Investment: Financial Literacy Education in Ontario Schools</i>, p. 21)</p> <p>In this lesson, students develop their understanding to:</p> <ul style="list-style-type: none"> • explore what homelessness means; • explore homelessness through literary and visual texts; • explore the correlation between poverty and homelessness; • see themselves as agents of social change--taking social action to address issues of poverty and homelessness; • explore perspectives on homelessness. 	<p>Lesson 3 integrates:</p> <ul style="list-style-type: none"> • Language Arts <ul style="list-style-type: none"> ○ Oral Communication ○ Reading ○ Writing ○ Media Literacy • The Arts <ul style="list-style-type: none"> ○ Visual Arts
Curriculum Expectations	
Language Arts	
Overall Expectations:	Specific Expectations:
<p>Oral Communication</p> <p>1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p> <p>2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes</p>	<p>Active Listening Strategies</p> <p>1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a variety of situations, including work in groups</p> <p>Interactive Strategies</p> <p>2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing and small- and large-group discussions</p>

<p>Reading: 1.read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;</p>	<p>Demonstrating Understanding 1.4 demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea Making Inferences/Interpreting Texts 1.5 develop and explain interpretations of increasingly complex or difficult texts using stated and implied ideas from the texts as evidence Extending Understanding 1.6 extend understanding of texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them Point of View 1.9 identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives</p>
<p>Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience</p> <p>2.draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;</p>	<p>Research 1.3 gather information to support ideas for writing, using a variety of strategies and oral, print and electronic sources Classifying Ideas 1.4 sort and classify ideas and information for their writing in a variety of ways</p> <p>2.5 identify their point of view and other possible points of view and other possible points of view on the topic, and determine whether their information sufficiently support their own view Producing Drafts 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions</p>
<p style="text-align: center;">The Arts</p>	
<p>Overall Expectations:</p> <p>Visual Arts D1. Creating and Presenting: apply the creative process to produce a variety of two- and three-dimensional art works, using elements, principles, and techniques of visual arts to communicate feelings, ideas, and understandings</p>	<p>Specific Expectations:</p> <p>D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences D1.2 demonstrate an understanding of composition, using selected principles of design to create narrative art works or art works on a theme or topic</p>

Instructional Components and Context		
Readiness & Instructional Strategies	Terminology	Materials
<p>Instructional Strategy:</p> <p>Think-Pair-Share is a strategy designed to engage all students in thoughtful reflection and participation in classroom discussions. Students are asked a question or topic of discussion to consider. Students are provided individual <i>think time</i>, before sharing their thoughts with a partner. After the partner groups have discussed their responses, the teacher asks volunteers to share their thinking with the larger group.</p>	<ul style="list-style-type: none"> homelessness airport flight luggage passengers cart house community living conditions perspective 	<p>Action</p> <ul style="list-style-type: none"> Construction paper Water paint and paintbrushes or pastels Grade 4 BLM 3-1: What Homelessness Looks Like Grade 4 Appendix 3-1: Images of Homelessness
Learning Goals		
<p>At the end of this lesson, students will know, understand and/or be able to:</p> <ul style="list-style-type: none"> understand the term homelessness; challenge assumptions about homelessness; understand that there are a multiple of perspectives about homelessness; take social action to support the reduction of homeless in their community; extract information from a text and develop their own interpretations; interact with a text by extracting information, react to the text, and synthesize the information in the text with their own ideas; use a graphic organizer to collect and organize their ideas and clarify their thinking; transfer information from the graphic organizer to synthesize and consolidate their understanding. 		

Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

Lesson Description**Notes to teacher:**

Teacher refers to picture book *This Is My House* by Arthur Dorros for a whole class discussion.

- Students reflect on and share the key learning from this book.
- Teacher once again directs students to focus their attention on the page for U.S.A. where the car is a house (*"This is where I live right now. My family is staying in our car. We will move into a house when we can."*) If available, use a document camera to facilitate discussion related to the page.

Students engage in *Think-Pair-Share* to discuss their thinking. Teacher records the following questions on chart paper:

- How does this picture change what we understand about cars and about houses?
- What can you infer about the people in the car?
- What can you infer about the "wants" and "needs" of the people living in the car.

Whole group discussion to highlight students' thinking about the questions.

A for L Assessment **for** learning

Teachers will be able activate students' prior knowledge by linking new learning to lessons 1 and 2.

Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided > independent)

Lesson Description**Notes to teacher:****Critical Challenge:**

How is homelessness reflected in our local community? What does homelessness look like?

Why is our understanding about homelessness important?

What actions can we take to support people in our community who are homeless?

What does a homeless person look like?

Close your eyes and visualize what a homeless person looks like. Using the paper provided, paint a picture of a homeless person.

(Students post their paintings around the room.)

Fly Away Home, by Eve Bunting

- Show the cover of the picture book *Fly Away Home* by Eve Bunting.
- Invite students to make a prediction about what the story may be about and to explain their thinking

Teacher reads aloud the picture book.

After the reading, students engage in whole group discussion:

- *Should we feel sorry for the boy in the story? Why or why not?*
- *Why is Andrew saving his money? What is he hoping to do with his money?*
- *Why are the characters living in the airport?*
- *What is the author's message?*
- *Whose voices are heard in this text?*
- *Whose voices are not heard in this text?*
- *What surprises you about this story?*



Assessment **for** learning

Teachers will be able to use the pictures that students create to assess students' background knowledge and surface assumptions that are made about homelessness.

**Differentiated Instruction**

When creating groups of students to work together, the teacher should consider the needs and strengths of each student, and carefully pre-select groups to support success for all.

Students continue to work in groups to reflect:

- *When you think of homelessness, are the faces of the father and son faces you would expect to be homeless? Explain your thinking.*

Using the **Grade 4 BLM 3-1: What Homelessness Looks Like** provided (copied onto 11x17), each group compares their own pictures of the main characters with the student paintings.


Prompts for Reflection:

- *How are they the same and different?*
- *What do we learn from our observations?*

Grade 4 BLM 3-1: What Homelessness Looks Like

Group Members:

Characteristics of homeless people portrayed in our pictures	Characteristics of Dad and Andrew in <i>Fly Away Home</i>
What we noticed:	
What we learned from our observations:	

Financial Literacy 

Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

Lesson Description

Notes to teacher:

Whole Class Sharing and Discussion

- Groups share their T-charts with the class and teacher helps disrupt assumptions about homelessness.
- Teacher may want to make reference to the students' art work, as well as share images of homelessness (**Grade 4 Appendix 3-1: Images of Homelessness**) and discuss how all of the images are alike and how they are different.

Teaching Emphasis - It is important to note that the teaching emphasis should be informed by the students' observations/learning. The following are

examples of possible emphases that address these learning goal(s):

- *explore what homelessness means;*
- *explore homelessness through literary and visual texts;*
- *explore the correlation between poverty and homelessness;*
- *see themselves as agents of social change -- taking social action to address issues of poverty and homelessness;*
- *to explore perspectives on homelessness.*

Teacher uses students' work to make connections and extend their learning by asking the following questions:

- *Would you consider the people in the car and airport homeless?*
- *How would we define homelessness?*
- *Why do you think some people are homeless and others are not?*

Highlights and Summary

Teacher engages students in discussion:

- *How is homelessness reflected in our local community?*
- *Why is our understanding about homelessness important? (e.g., it helps us to recognize privilege, it helps us to know that we can help others who are less fortunate than others)*
- *Who is responsible for taking care of people who are homeless?*
- *How are "needs" and "wants" impacted by homelessness?*
- *What actions can we (people in relatively privileged circumstances) take to support people in our community who are less fortunate/ poor / homeless? When will we start?*

Independent Task:

- The story *Fly Away Home* is written from the child's perspective. There are other people in the story whose voices are not heard (a homeless woman, two homeless men, a friend and his family, the security guards. In the illustrations, there are passengers and airport workers). Explore some possible thoughts/feelings these people might have toward homelessness.

Assessment for learning

This independent assessment for learning task will provide teacher with information about students' understanding of the learning goals.



Differentiated Instruction

Students are provided *choice* when writing the journal entry.

- Write a journal entry for one of these people. The title can be: A Day in the Life of _____. You can name the person if the person doesn't already have a name, but be sure to identify who the person is in the picture book.

Encourage students to share their writing with the whole class. The sharing of perspectives related to homelessness will be important for students to understand the wide variety of perspectives / stereotypes (e.g., homeless people are survivors; homeless people are a nuisance; homeless people are hopeful) related to homelessness.

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